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ABSTRACT

A 25-item questionnaire was administered to 100 graduate students attending the 1971 spring session at the University of Nebraska. The survey participants represent six major departments which grant graduate degrees in education. Respondents were asked to indicate degree of agreement or disagreement with each of the 25 statements on a five-point scale. Information was also collected on variables such as sex, age, educational degree, marital status, religion, children, parent's occupation, and teaching background. Results for the total group and the various subgroups identified are analyzed with reference to the following four questions: 1) Is drug use and abuse a problem in the elementary and secondary public schools? 2) What kind of student is involved in drug use and abuse in the elementary and secondary public schools? 3) What factors have influenced the student to engage in drug use and abuse in the elementary and secondary public schools? 4) What can be done to solve the problem of drug use and abuse in the elementary and secondary schools? (Appendixes contain a copy of the questionnaire and tables of responses to each item.) (RT)

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PERCEPTIONS AND ATTITUDES OF GRADUATE STUDENTS CONCERNING DRUG USE AND ABUSE IN ELEMENTARY AND SECONDARY SCHOOLS

by

Gerald Douglass Bailey

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TABLE OF CONTENTS

INTRODUCTION..... 1

RESEARCH DESIGN..... 3

ANALYSIS OF DATA..... 5

SUMMARY..... 23

CRITIQUE..... 24

IMPLICATIONS..... 26

APPENDICES..... 30

APPENDIX A..... 31

APPENDIX B..... 34

APPENDIX C..... 35

APPENDIX D..... 36

APPENDIX E..... 38

INTRODUCTION

Alienation, frustration, and deep discontent with contemporary living patterns are characteristic of our school age youth today. Many young people in turn, have looked to drugs as a way to alleviate these physiological, psychological, and social discomforts. The widespread use and abuse of drugs in our elementary and secondary schools have forced educators to recognize the necessity of action but have found them confused and ill-prepared as to how to confront and subdue the drug problem. Propaganda, sensationalism, and distortion have been utilized as educational weapons to combat the problem but have proved ineffective and undesirable. Students encountering such instruction in drug education have only issued rebuttals demanding relevancy, factuality, and truthfulness. Increasingly, educators are being called upon to play new roles in the area of drug education which includes a goal to help prepare young people to mature successfully in our highly complex culture. Educators currently enrolled in graduate education are seeking those answers in an attempt to prepare for this new role. Hence, one area of research focus must include this particular type of educator who has or who is involved with youth on a daily and personal basis. If the researcher can probe the minds of these potential curriculum change-agents, new understandings, attitudes and solutions can be formulated to aid in the drug instructional process.

The primary purpose of this study then was to assess the perceptions and attitudes of graduate students toward drug use and abuse in elementary and secondary public schools. More specifically, the following questions were posed:

1. Is drug use and abuse a problem in the elementary and secondary public schools?
2. What kind of student is involved in drug use and abuse in the elementary and secondary public schools?
3. What factors have influenced the student to engage in drug use and abuse in the elementary and secondary public schools?
4. What can be done to solve the problem of drug use and abuse in the elementary and secondary public schools?

Definition of Terms

Drug use: To practice or consume regularly opium and derivatives; coca leaves and derivatives; synthetic narcotics; marijuana and derivatives; and other numerous compounds considered the same in nature

Drug abuse: To practice or consume in excess regularly opium and derivatives; coca leaves and derivatives; synthetic narcotics; marijuana and derivatives; and other numerous compounds considered the same in nature

RESEARCH DESIGN

The initial step in this study was made by surveying the current literature on drug use and abuse. From this mass of information, twenty-five statements were formulated that reflected critical areas of concern on drug use and abuse in the elementary and secondary schools (See Appendix A). The questionnaire was then distributed to twenty graduate students in the Secondary Education Department at the University of Nebraska with instructions to critique and categorize the twenty-five statements under five broad questions (See Appendix B). This was done to insure validity of the original questions posed for the study. Written and verbal suggestions concerning the personal data sheet and questionnaire were then used in the study. To insure validity, the instrument was pre-tested with two History and Philosophy of Education courses taught by Dr. Keith W. Pritchard. Again verbal suggestions from Dr. Pritchard and written criticisms by the students were utilized to eliminate ambiguous and non-discriminating statements.

The sample of the study consisted of one hundred graduate students attending the spring session of 1971 at the University of Nebraska. The participants of the survey represented six major departments which grant post-graduate degrees in education. The First Semester 1970-71 Graduate College Registration Bulletin was utilized to compute the representative percentage from each major department. This percent was then designated as the number of graduate students to be selected for the study (See

Appendix C). Eight classes were selected from the Second Semester Schedule of Classes which represented each of the major departments to be surveyed. One-hundred and fifty questionnaires were administered while fifty questionnaires were invalidated or randomly sorted out because of incomplete, or unneeded information.

To insure the validity of cross sample comparisons, each graduate student was asked to categorize his person on variables which might have an influence on his attitude and perception of drug use and abuse in elementary and secondary public schools. Such variables included were sex, age, educational degree, marital status, religion, children, parent's occupation, and teaching background.

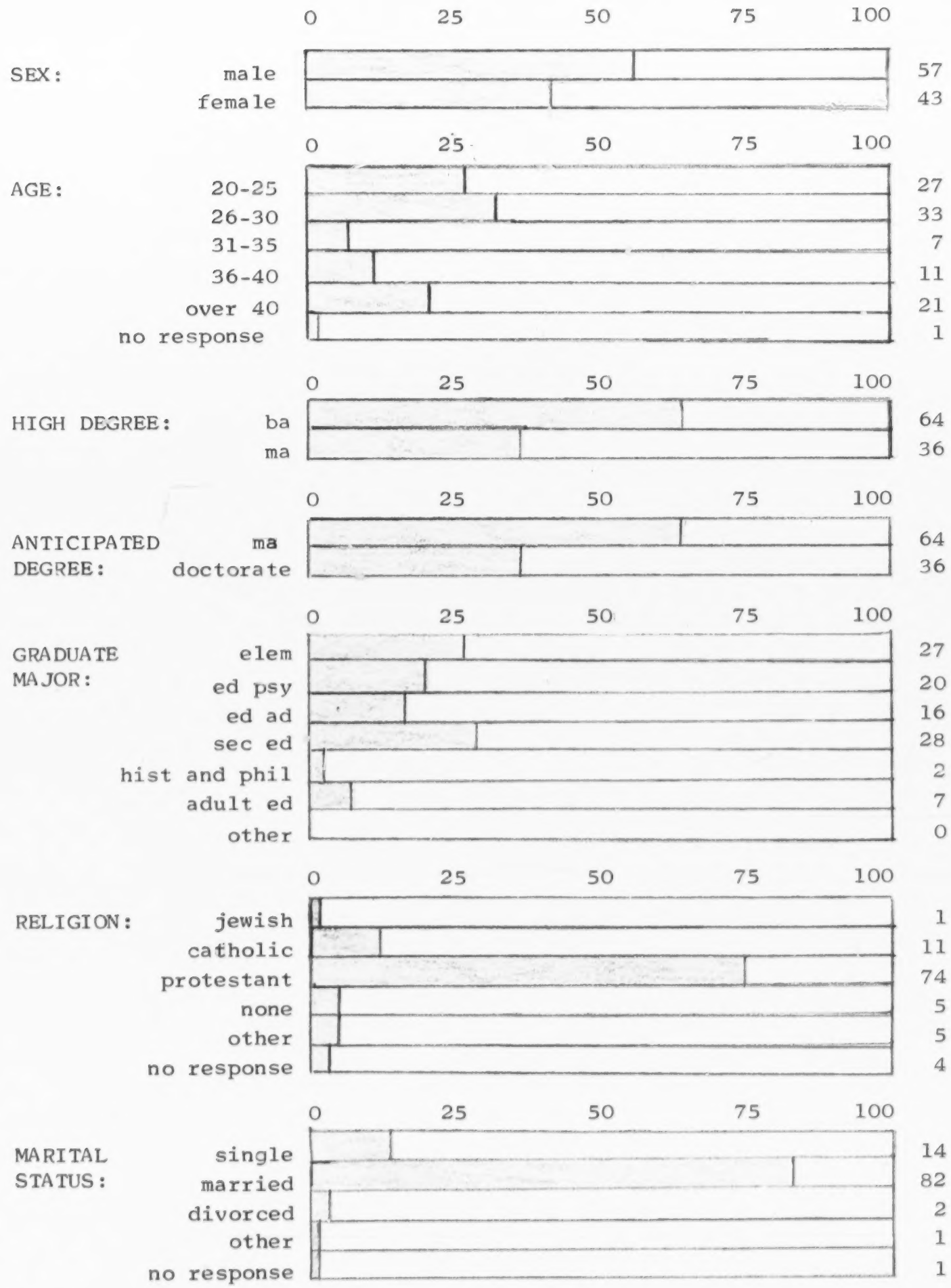
The questionnaire itself contained written instructions on how to respond to personal data variables and statements of opinion. No attempt was made to give any factual information to the participants; hence, each responded to the extent of his own personal knowledge and personal opinion. The instrument (See Appendix D) was based on a five point attitude scale which ranged from complete agreement (one) to complete disagreement (five). Three indicated neutral, undecided, or no opinion. Tabulated response, percentages, and mean score were computed from the instrument. The reader should interpret the mean score as follows: 1.00 to 2.50 were classified as agreement; 2.60 to 3.50 were classified as neutral; 3.60 to 5.00 were classified as disagreement. However, close examiniation of tabulation and percentage should be made to determine agreement, disagreement or neutral feelings by the respondent. Those tabulations and percentages found therein are self-explanatory.

ANALYSIS OF DATA

The personal data graph shows the vital statistics of each participant surveyed. The reader will note the almost equal numbers of males and females found in graduate school. Nearly two-thirds attending graduate school were below the age of thirty and an equal amount were working towards a master's degree. An overwhelming percentage indicated their religious preference to be protestant. Four-fifths of the respondents were married and nearly one-half of the respondents indicated that they had no children. Respondents indicated that one-third to one-half of their fathers and mothers were largely engaged in unskilled occupations with fewer numbers being in skilled or professional occupations. Nearly two-thirds indicated they were or had been employed by Class A school systems with the smallest number of participants being employed by Class C school systems. A considerable percentage of the participants indicated that they were teachers with a much smaller percentage indicating other occupational responsibilities within the school. Over one-half of the respondents indicated that their experience was less than four years and twenty percent indicated they had been employed more than ten years in the public school systems.

The tabulation in Table I shows the opinions of the total group surveyed. More than one-half of the participants disagreed that tobacco abuse is more serious than drug abuse even though a mean score of 3.37

PERSONAL DATA CHART



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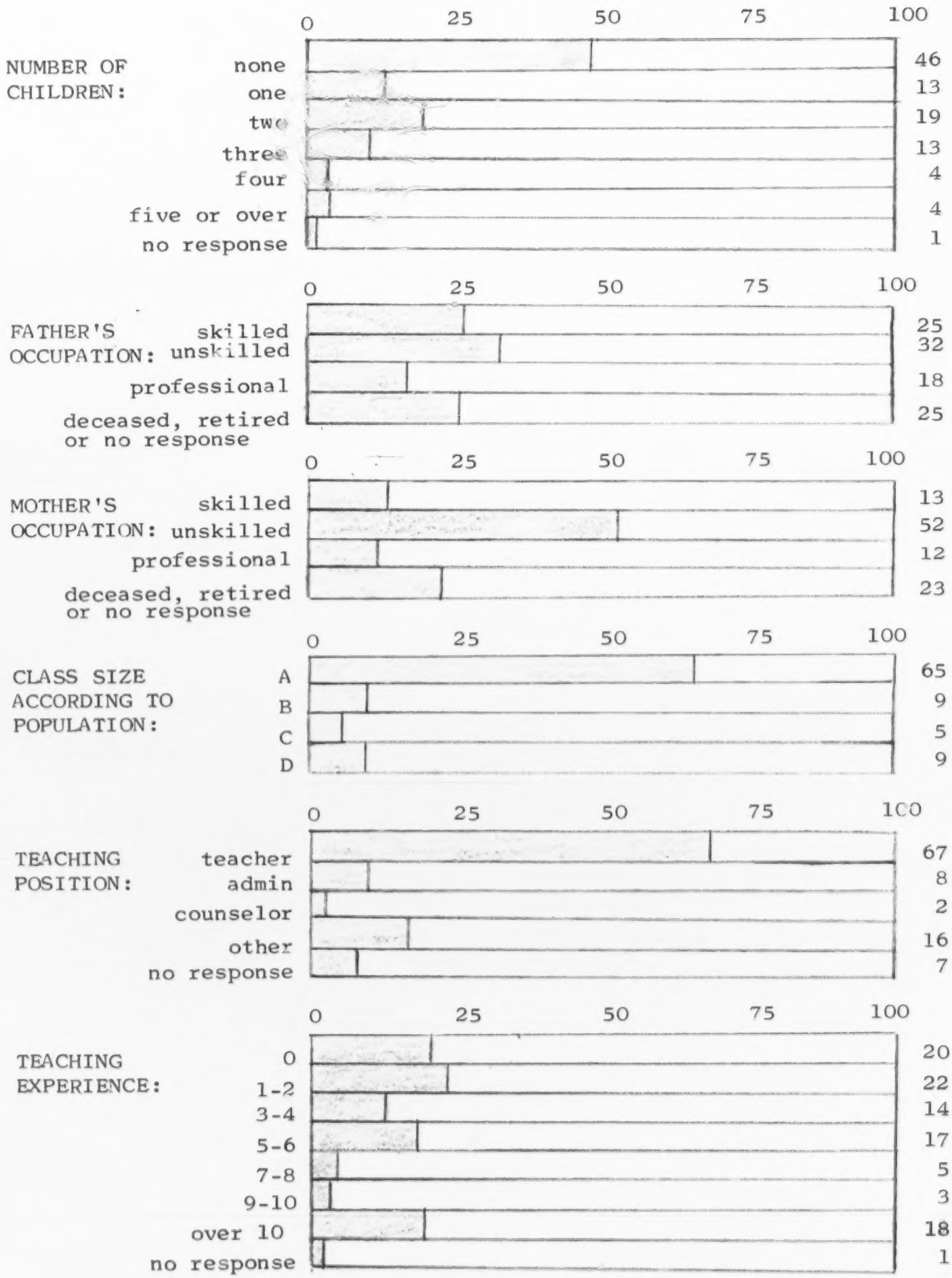

was recorded. The sample reflected high agreement that drug use and abuse is more prevalent in secondary public schools in comparison to elementary public schools. Undecidedness describes the feeling of the group toward the statement that drug abuse in secondary and elementary schools is relatively low as compared to college and universities in the United States.

Interestingly, the participants reflected considerable undecidedness about drug use and abuse being more likely among whites than blacks as was also noted in the statement about drug use and abuse mor likely among boys than girls. High disagreement was indicated with the statement that drug use and abuse is primarily a problem with the below average student.

Large agreement was recorded with regard to the statement that experimentation is the single most important factor leading to drug use and abuse. Rebellion against parents and society and easy access to drugs were ranked next in order of importance.

The sample rejected the notion that student and community involvement would not be necessary for successful drug education programs. More than one-half of the participants disagreed with the statement that the absence of drug education programs does not represent a void in the educational curriculum.

TABLE I

Total Group Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	11	21	13	30	25	3.37	11.0	21.0	13.0	30.0	25.0
2. Drug Education: Void	7	23	16	26	27	3.43	7.0	23.3	16.2	26.3	27.3
3. Sec vs El	60	31	5	4	0	1.51	60.0	31.0	5.0	4.0	0.0
4. Boy vs Girl	8	33	32	23	3	2.80	8.1	33.3	32.3	23.2	3.1
5. Community Involvement	0	7	6	26	61	4.41	0.0	7.0	6.0	26.0	61.0
6. Below average Student	4	7	5	37	47	4.16	4.0	7.0	5.0	37.0	47.0
7. Experimentation	16	54	9	14	6	2.39	16.2	54.6	9.1	14.1	6.0
8. Student Involvement	2	11	7	30	50	4.15	2.0	11.0	7.0	30.0	50.0
9. Easy Access	11	37	13	35	4	2.84	11.0	37.0	13.0	35.0	4.0
10. Rebellion	4	48	21	25	2	2.73	4.0	48.0	21.0	25.0	2.0
11. White vs Black	3	10	45	31	11	3.37	3.0	10.0	45.0	31.0	11.0
12. Sec & El vs Col & Uni	4	32	27	29	8	3.05	4.0	32.0	27.0	29.0	8.0

*Some items do not total 100 since some participants did not respond.

The data in Table II records the mean scores of the male and female response. Close comparison shows little variation in opinion between male and female respondents. However, males had a tendency to disagree more than females that drug use and abuse is primarily a problem with the below average student and that student involvement may not be necessary. The high degree of undecidedness is of general interest in the female population concerning drug use and abuse more likely found among whites than blacks. (See Appendix E: Tables E-I and E-II for detailed comparison of the genders.)

TABLE II

Male and Female Group Response

	Male	Female
1. Tobacco vs Drug use	3.40	3.18
2. Drug Education: Void	3.67	3.18
3. Sec vs El	1.59	1.55
4. Boy vs Girl	2.96	2.91
5. Community Involvement	4.48	4.30
6. Below average Student	4.56	4.00
7. Experimentation	2.59	2.42
8. Student Involvement	4.52	4.06
9. Easy Access	2.93	3.00
10. Rebellion	3.04	2.64
11. White vs Black	3.11	3.33
12. Sec & El vs Col & Uni	3.26	2.88

Age differential shown in Table III produced some significant variation in attitude and perception toward drug use and abuse. It would appear that the educator between 20 and 25 and those over 40 have formulated the firmest opinions among all groups responding. It was surprising to note the disagreeing tendency by age group 20-25 regarding the incidence of drug use among students in secondary and elementary being relatively low in comparison to other colleges and universities in the United States. Age group 20-25 also vocalized strong disagreement that a drug education program can be successful without student involvement and that the absence of a drug education program does not necessarily respresent a void in the educational curriculum. The age group 36-40 lodged high disagreement with the statement that continuous community involvement may not be necessary when implementing a drug education program. Those over 40 exhibited the strongest agreement

of all age groups reporting that experimentation and easy access are important reasons for drug use and abuse. (See Appendix E: Tables E-III, E-IV, E-V, E-VI, and E-VII for greater explanation and description of tabulations and percentages.)

TABLE III

Age Group Response

	20-25 Mean	26-30 Mean	31-35 Mean	36-40 Mean	Over 40 Mean
1. Tobacco vs Drug use	3.40	3.18	3.14	3.91	3.43
2. Drug Education: Void	3.67	3.18	3.43	3.18	3.60
3. Sec vs El	1.59	1.55	1.43	1.55	1.48
4. Boy vs Girl	2.96	2.91	2.71	3.00	2.40
5. Community Involvement	4.48	4.30	4.14	4.73	4.38
6. Below average Student	4.56	4.00	4.29	4.00	3.91
7. Experimentation	2.59	2.42	2.14	2.55	2.00
8. Student Involvement	4.52	4.06	3.29	4.46	3.91
9. Easy Access	2.93	3.00	3.14	2.73	2.38
10. Rebellion	3.04	2.64	2.57	2.36	2.67
11. White vs Black	3.11	3.33	3.57	3.46	3.67
12. Sec & El vs Col & Uni	3.26	2.88	2.71	3.09	3.10

The tabulation in Table IV projects the opinions (mean scores) of master and doctoral candidates. A comparison of mean scores shows doctoral candidates having a tendency to agree more than do master's candidates that the incidence of drug abuse in secondary and elementary students is relatively low compared to college and university students. Doctoral candidates also had a tendency to agree more than master's candidates that drug use and abuse is more likely found among boys than girls and that drug abusers are using drugs as a means of rebelling against their

parents and society. (See Appendix E: Tables E-VIII and E-IX for a greater description and comparison of tabulations and percentages.)

TABLE IV

Master and Doctoral Group Response

	Master Mean	Doctoral Mean
1. Tobacco vs Drug use	3.23	3.61
2. Drug Education: Void	3.32	3.64
3. Sec vs El	1.55	1.50
4. Boy vs Girl	2.94	2.54
5. Community Involvement	4.44	4.36
6. Below average Student	4.25	4.00
7. Experimentation	2.47	2.26
8. Student Involvement	4.09	4.25
9. Easy Access	2.89	2.75
10. Rebellion	2.94	2.36
11. White vs Black	3.33	3.44
12. Sec & El vs Col & Uni	3.22	2.75

The graduate major produced some significant variation in responses as shown in the results of Table V. Those individuals majoring in Elementary Education indicated the highest agreement of all majors that easy access to drugs is a primary reason for drug use and abuse. The reader will note that Adult Education majors expressed the highest agreement of all groups reporting that the single most important factor leading to drug use and abuse is experimentation. An interesting comparison of graduate majors is the agreement shown among Educational Administration, Secondary Education and Adult Education majors that drug abusers are using drugs as a means of rebelling against parents and society while Educational

Psychology and History and Philosophy majors are less agreeable with that statement. Even with the small sample of History and Philosophy majors, it was fascinating to note the complete disagreement by those majors that the absence of drug education programs in the public schools does not necessarily represent a void in the total curriculum. The undecisiveness exhibited by Educational Administration and Adult Education majors towards drug education programs without student involvement was recorded with perplexity. (See Appendix E: Tables E-X, E-XI, E-XII, E-XIII, E-IX, and E-X for detailed tabulation, percentage, and mean scores.)

TABLE V

Graduate Major Response

	El Ed Mean	Ed Psy Mean	Ed Ad Mean	Sec Ed Mean	H & P Mean	Ad Ed Mean
1. Tobacco vs Drug use	3.37	3.40	3.56	3.43	2.50	2.86
2. Drug Education: Void	3.00	3.20	3.50	3.86	5.00	3.43
3. Sec vs El	1.48	1.70	1.88	1.32	1.00	1.43
4. Boy vs Girl	2.78	2.70	2.94	2.93	1.00	2.83
5. Community Involvement	4.63	4.20	4.44	4.32	4.50	4.43
6. Below average Student	4.11	4.05	4.00	4.25	5.00	4.43
7. Experimentation	2.52	2.50	2.56	2.18	3.00	1.83
8. Student Involvement	4.15	4.15	3.88	4.36	4.50	3.86
9. Easy Access	2.48	3.05	3.13	2.79	3.00	3.14
10. Rebellion	2.82	3.10	2.50	2.57	3.00	3.57
11. White vs Black	3.26	3.75	3.44	3.14	3.00	3.57
12. Sec & El vs Col & Uni	2.96	3.10	3.06	3.18	3.00	2.71

Marital status response as shown in Tables VI and VII reflect some slight differences. While variations appear minimal, married respondents agree more strongly than do single respondents that experimentation is the single most important factor leading to drug use and abuse. Correspondingly, married people believe more strongly that easy access is a primary

reason for drug abuse and use while single educators are more undecided or neutral. While not overwhelming significant, single individuals are less emphatic in their disagreement that continuous community involvement may not be necessary when attempting to implement drug education programs.

TABLE VI

Single Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	5	1	3	4	3.29	7.1	35.7	7.1	21.4	28.6
2. Drug Education: Void	0	4	1	4	5	3.71	0.0	28.6	7.1	28.6	35.7
3. Sec vs El	6	7	0	1	0	1.71	42.9	50.0	0.0	7.1	0.0
4. Boy vs Girl	1	4	5	3	1	2.93	7.1	28.6	35.7	21.4	7.1
5. Community Involvement	0	0	0	3	11	4.79	0.0	0.0	0.0	21.4	78.6
6. Below average Student	0	2	0	3	9	4.36	0.0	14.3	0.0	21.4	64.3
7. Experimentation	1	7	3	3	0	2.59	7.1	50.0	21.4	21.4	0.0
8. Student Involvement	1	1	1	6	5	3.93	7.1	7.1	7.1	42.9	35.7
9. Easy Access	1	5	2	5	1	3.00	7.1	35.7	14.3	35.7	7.1
10. Rebellion	2	5	2	5	0	2.71	14.3	35.7	14.3	35.7	0.0
11. White vs Black	0	1	9	2	2	3.35	0.0	7.1	64.3	14.3	14.3
12. Sec & El vs Col & Uni	2	4	3	4	1	2.85	14.3	28.6	21.4	28.6	7.1

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE VII

Married Response*

	Responses 1	2	3	4	5	Mean	Percent SA	A	U	D	SD
1. Tobacco vs Drug use	10	16	11	26	19	3.34	12.2	19.5	134	31.7	23.2
2. Drug Education : Void	6	19	15	19	22	3.40	7.4	23.5	18.5	23.5	27.2
3. Sec vs El	51	24	5	2	0	1.49	62.2	29.3	6.1	2.4	0.0
4. Boy vs Girl	7	26	26	20	2	2.80	8.6	32.1	32.1	24.7	2.4
5. Community Involvement	0	6	6	23	47	4.35	0.0	7.3	7.3	28.1	57.3
6. Below average Student	4	5	5	31	37	4.12	4.9	6.1	6.1	37.8	45.1
7. Experimentation	14	46	5	10	6	2.36	17.3	56.8	6.2	124	7.4
8. Student Involvement	1	10	6	23	42	4.16	1.2	12.2	7.3	28.1	51.2
9. Easy Access	10	31	10	28	3	2.79	12.2	37.8	12.2	34.2	3.6
10. Rebellion	2	42	18	18	2	2.70	2.4	51.2	22.0	22.0	2.4
11. White vs Black	2	9	35	28	8	3.38	2.4	11.0	42.7	34.2	9.8
12. Sec & El vs Col & Uni	2	26	24	23	7	3.09	2.4	21.7	29.3	28.1	8.5

*Some items do not toal 82 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

Number of children in the educator's family project some significant differences. The data in Table VIII reveals the mean score for those people possessing offspring. Those people having five or more children were the only group that even slightly indicated tobacco abuse to be more serious than drug abuse. An interesting comparison can be observed with those people having three and more children who exhibit stronger agreement that experimentation is an important factor leading to drug use and abuse while those with two or fewer children have less firm convictions about that statement. Those people with only one or two offspring expressed more undecided or neutral feelings about easy access to drugs being a primary reason for drug use and abuse in the public schools. Contrastingly those individuals with four children or more indicated

undecided or neutral feelings about rebellion against parents and society as a reason for drug abuse. Those educators having three children had more neutral feelings than any other group concerning the success of drug prevention program without student involvement. (See Appendix E: Tables E-XVI, E-XVII, E-XVIII, E-XIX, E-XX, and E-XXI for greater detail of findings.)

TABLE VIII

Number of Children Response

	None Mean	One Mean	Two Mean	Three Mean	Four Mean	Five or Over Mean
1. Tobacco vs Drug use	3.33	3.77	3.11	3.69	3.52	2.75
2. Drug Education: Void	3.39	3.39	3.56	3.39	4.25	2.75
3. Sec vs El	1.63	1.31	1.32	1.39	1.25	2.25
4. Boy vs Girl	2.96	3.23	2.58	2.39	2.33	2.50
5. Community Involvement	4.59	4.23	4.26	4.31	4.50	4.50
6. Below average Student	4.24	4.23	3.74	4.31	4.75	3.75
7. Experimentation	2.63	2.39	2.47	1.85	1.33	1.75
8. Student Involvement	4.24	4.39	4.00	3.69	4.25	4.25
9. Easy Access	2.80	2.92	3.11	2.26	2.75	2.25
10. Rebellion	2.80	2.46	2.74	2.46	3.00	3.00
11. White vs Black	3.37	3.46	3.42	3.39	3.00	3.75
12. Sec & El vs Col & Uni	3.17	3.00	3.26	2.46	2.25	3.75

The father's occupation revealed slight variation in response while the mother's occupation showed none at all. The tabulation in Appendix E: Tables E-XXII, E-XXIII and E-XXIV demonstrate the minimal variation of the father's occupation.

The size of the school at which the participant most recently was

employed is revealed in the data contained in Table IX. Class A respondents who were in the majority expressed the strongest disagreement of all groups reporting that tobacco abuse is more serious than drug abuse in the public schools. Class B participants expressed the strongest agreement of groups reporting that an important factor leading to drug use and abuse is experimentation. Perplexingly, Class B respondents expressed the least firm conviction of all groups reporting that continuous community involvement may not be necessary in drug education programs.

Class D participants were one of the very few that disagreed with the statement that a primary reason for drug abuse and use is easy access to drugs. Class A indicated heavy agreement that easy access is a primary reason for drug use and abuse. (See Appendix E: Tables E-XXV, E-XXVI, E-XXVII, and E-XXVIII for further explanation and description.)

TABLE IX

School Size Response

	Class A Mean	Class B Mean	Class C Mean	Class D Mean
1. Tobacco vs Drug use	3.48	2.89	3.00	3.00
2. Drug Education: Void	3.45	3.33	2.60	3.22
3. Sec Vs El	1.51	1.11	2.00	1.67
4. Boy vs Girl	2.75	2.22	2.80	3.44
5. Community Involvement	4.51	3.78	4.60	4.00
6. Below average Student	4.11	4.44	3.40	4.33
7. Experimentation	2.50	1.89	2.40	2.00
8. Student Involvement	4.26	3.67	3.60	4.33
9. Easy Access	2.82	2.67	2.00	3.56
10. Rebellion	2.63	2.67	2.60	2.78
11. White vs Black	3.28	3.56	3.80	3.33
12. Sec & El vs Col & Uni	2.95	3.56	3.20	3.11

The contents in Tables X, XI, XII, and XIII reflect the variation in response according to the position held by the respondent. The reader will recognize that teachers are the least firm in opinion concerning the statement that tobacco abuse is more serious than drug abuse. Those participants occupying positions other than teachers, counselors, or administrators are less inclined to express their strong sentiments while those occupying familiar positions in the public schools vocalize their feelings freely. Counselors showed the least firm convictions of all groups reporting on the items concerning community involvement and below average student.

TABLE X

Position: Teacher Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	10	15	9	18	15	3.19	14.9	22.4	13.4	26.9	22.4
2. Drug Education: Void	4	20	9	17	16	3.32	6.1	30.3	13.6	25.8	24.2
3. Sec vs El	41	21	2	3	0	1.51	61.2	31.3	3.0	4.5	0.0
4. Boy vs Girl	6	22	24	14	1	2.73	9.0	32.8	35.8	20.9	1.5
5. Community Involvement	0	5	5	18	39	4.36	0.0	7.5	7.5	26.9	58.2
6. Below average Student	4	4	3	24	32	4.14	6.0	6.0	4.5	35.8	47.8
7. Experimentation	9	37	4	12	5	2.51	13.4	55.2	6.0	17.9	7.5
8. Student Involvement	2	8	6	20	31	4.05	3.0	11.9	9.0	29.9	46.3
9. Easy Access	8	26	5	26	2	2.82	11.9	38.8	7.5	38.8	3.0
10. Rebellion	4	34	14	15	0	2.60	6.0	50.8	20.9	22.4	0.0
11. White vs Black	3	5	36	17	6	3.27	4.5	7.5	53.7	25.4	9.0
12. Sec & El vs Col & Uni	4	19	21	17	6	3.03	6.0	28.4	31.3	25.4	9.0

*Some items do not total 67 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE XI

Position: Administrator Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	1	1	2	3	3.63	12.5	12.5	12.5	25.0	37.5
2. Drug Education: Void	1	1	2	3	1	3.25	12.5	12.5	25.0	37.5	12.5
3. Sec vs El	5	3	0	0	0	1.38	62.5	37.5	0.0	0.0	0.0
4. Boy vs Girl	1	2	3	1	1	2.88	12.5	25.0	37.5	12.5	12.5
5. Community Involvement	0	0	0	3	5	4.63	0.0	0.0	0.0	37.5	62.5
6. Below average Student	0	1	0	3	4	4.25	0.0	12.5	0.0	37.5	50.0
7. Experimentation	3	5	0	0	0	1.63	37.5	62.3	0.0	0.0	0.0
8. Student Involvement	0	0	0	5	3	4.38	0.0	0.0	0.0	62.5	37.5
9. Easy Access	1	4	2	0	1	2.50	12.5	50.0	25.0	0.0	12.5
10. Rebellion	0	4	2	2	0	2.75	0.0	50.0	25.0	25.0	0.0
11. White vs Black	0	3	1	2	2	3.38	0.0	37.5	12.5	25.0	25.0
12. Sec & El vs Col & Uni	0	5	0	3	0	2.75	0.0	62.5	0.0	37.5	0.0

TABLE XII

Position: Counselor Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	0	0	0	2	5.00	0.0	0.0	0.0	0.0	100.0
2. Drug Education: Void	0	0	1	0	1	4.00	0.0	0.0	50.0	0.0	50.0
3. Sec vs El	1	1	0	0	0	1.50	50.0	50.0	0.0	0.0	0.0
4. Boy vs Girl	1	1	0	0	0	1.50	50.0	50.0	0.0	0.0	0.0
5. Community Involvement	0	1	0	0	1	3.50	0.0	50.0	0.0	0.0	50.0
6. Below average Student	0	1	0	0	1	3.50	0.0	50.0	0.0	0.0	50.0
7. Experimentation	1	1	0	0	0	1.50	50.0	50.0	0.0	0.0	0.0
8. Student Involvement	0	1	0	0	1	3.50	0.0	50.0	0.0	0.0	50.0
9. Easy Access	1	1	0	0	0	1.50	50.0	50.0	0.0	0.0	0.0
10, Rebellion	0	2	0	0	0	2.00	0.0	100.0	0.0	0.0	0.0
11. White vs Black	0	0	1	1	0	3.50	0.0	0.0	50.0	50.0	0.0
12. Sec & El vs Col & Uni	0	0	1	1	0	3.50	0.0	0.0	50.0	50.0	0.0

TABLE XIII

Other Position Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	2	2	8	4	3.88	0.0	12.5	12.5	50.0	25.0
2. Drug Education: Void	2	1	3	5	5	3.62	12.5	6.3	18.8	31.3	31.3
3. Sec vs El	11	2	2	1	0	1.56	68.8	12.5	12.5	6.3	0.0
4. Boy vs Girl	0	6	3	6	1	3.13	0.0	37.5	18.8	37.5	6.3
5. Community Involvement	0	1	1	2	12	4.56	0.0	6.3	6.3	12.5	75.0
6. Below average Student	0	1	2	9	4	4.00	0.0	6.3	12.5	56.3	25.0
7. Experimentation	2	8	3	2	1	2.50	12.5	50.0	18.8	12.5	6.3
8. Student Involvement	0	0	1	4	11	4.63	0.0	0.0	6.3	25.0	68.8
9. Easy Access	1	3	4	7	1	3.25	6.3	18.8	25.0	43.8	6.3
10. Rebellion	0	5	3	6	2	3.31	0.0	31.3	18.8	37.5	12.5
11. White vs Black	0	2	3	8	3	3.75	0.0	12.5	18.8	50.0	18.8
12. Sec & El vs Col & Uni	0	5	2	7	2	3.38	0.0	31.3	12.5	43.8	12.5

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

The information contained in Table XIV reflects the mean scores of the respondents according to experience. Those individuals with 7 to 8 years experience expressed the firmest convictions of all people responding. An interesting dicotomy of opinion is noted by strong agreement of those people with more than seven years with those who have less than seven. This is most readily seen in those items concerning experimentation and rebellion leading to drug use and abuse. (See Appendix E: Tables E-XXX, E-XXXI, E-XXXII, E-XXXIII, E-XXIV, E-XXXV, and E-XXXVI for greater description of tabulations and percentages.)

TABLE XIV

Experience Response

	0 Mean	1-2 Mean	3-4 Mean	5-6 Mean	7-8 Mean	9-10 Mean	Over 10 Mean
1. Tobacco vs Drug use	3.75	2.91	2.93	3.59	3.40	3.00	3.61
2. Drug Education: Void	3.75	3.36	3.36	3.35	3.20	3.33	3.29
3. Sec vs El	1.75	1.55	1.43	1.47	1.20	1.00	1.56
4. Boy vs Girl	2.95	2.73	3.00	2.65	2.40	3.67	2.72
5. Community Involvement	4.35	4.73	3.79	4.65	4.00	3.67	4.56
6. Below average Student	4.35	4.23	4.43	3.88	4.80	3.67	3.83
7. Experimentation	2.53	2.50	2.64	2.35	1.80	1.67	2.28
8. Student Involvement	4.35	4.32	4.14	4.06	3.00	4.33	4.06
9. Easy Access	3.10	2.91	2.71	2.77	3.40	3.67	2.39
10. Rebellion	3.05	2.91	2.43	2.65	1.80	2.33	2.83
11. White vs Black	3.40	3.36	3.00	3.47	3.60	2.67	3.56
12. Sec & El vs Col & Uni	3.15	2.96	2.93	2.88	2.80	3.00	3.33

SUMMARY

Within the limitations of the study, the following summary and conclusions can be drawn:

1. Drug use and abuse does exist in secondary and elementary public schools. It is overwhelmingly apparent that drug use and abuse is more prevalent in secondary schools than elementary schools. Those educators who are very young with minimal experience and those who are older with greater years of experience have the firmest opinions on the issue of drug use and abuse in the public schools.

2. Drug use and abuse is not found solely among our low achievers. Drug use and abuse is more likely found among all levels of achievers. Whether drug use and abuse is found more among blacks than whites remains unknown and this attitude is reflected by the preponderance of neutral or undecided opinions by the female teachers. Whether drug use and abuse is more likely found among boys than girls is also subject to conjecture. However, those educators who are older and have more education tend to believe there is a higher frequency of drug utilization among the boys when compared to the girls.

3. In order or priority, experimentation, rebellion, and easy access are reasons for drug use and abuse in the public schools. Those educators between the ages of 36 and 40 have strong tendencies to believe rebellion against parents and society to be the prime reason for drug use and abuse. Elementary education educators believe easy access to be one of the important factors leading to drug use and abuse. Class A educators believe strongly that easy access is am important reason for drug usage while those Class D educators believe easy access to be less important in nature.

4. Drug use and abuse can be dealt with successfully in the public schools by establishing a strong drug education program. A program relying heavily on student and community involvement in critical stages of planning and execution will enhance the possibilities of success. Considerations as to the nature of the drug program will vary considerably with regard to composition of the educator's attitude, age, experience, and size of school. In sum, there is no <u>single</u> comprehensive plan that can be recommended for drug education in the public schools.

CRITIQUE

Any questionnaire is subject to certain constrictions and limitations by the mere nature of its design. The topic drugs is in itself an emotionally charged issue which could taint the conclusions drawn from the research. A major dimenision to be recognized is the conservative nature of the midwest educators surveyed. The researcher took considerable liberty in interpreting and synthesizing certain information on the personal data sheet in order to identify more global variables. This act is subject to human error and miscalculation. The terms contained in the questionnaire also lend themselves to various interpretations such as "use" and "abuse." Such misinterpretation could have minimized the potential for validity by skewing the results in a particular fashion. The pre-testing and refinement of the instrument should have involved those educators out in the field; however, those undergraduates and graduates employed in the pre-test were the only individuals available due to the researcher's access to public school personell and minimal time. The instrument focused on specific areas of interest in a general area of drugs. The researcher's selection of certain priority items led to the exclusion of other equally important areas of interest such as frequency of drug use and abuse in the school and the educator's cognitive drug knowledge. The researcher was severely hampered by the small numbers reporting in specific variables such as those with certain academic majors. Certainly, one must recognize

that the sample of graduate students designated for this study is only one of the many knowledgeable dimensions in the complex school drug culture. Students, parents, police, and other public agencies dealing with the school and student should be other ingredients included in analysizing the transactional character of drug use and abuse. The timing of the questionnaire must be considered as a variable in assuming the validity of the results. Also some local or nation current event in the spring of the year could have precipitated certain positive or negative attitudes. Ten minutes prior to regular class time is sometimes insufficient for participants to answer the respond accurately and intelligently. The coverage of drugs given on educational television in the local area could have skewed personal opinions in one direction or another. Whether those graduate students selected for the study are representative of the great numbers of people employed by the public schools is also subject to scrutinization. Hence, the nature of the results remain limited and microscopic in nature.

IMPLICATIONS

Within the stated limitations, the data gathered lends itself to the following analysis and implications:

The magnitude of drug use and abuse in our elementary and secondary schools does not preclude the feasibility of confronting and bringing the problem under control. The present sample projects most graduate students in education to be teachers under the age of thirty with less than four years of experience. If higher education is to play a role in reaching the total school faculty by in-service drug programs, then the program must exist and function in the school building itself and not on the university or college campus where a monolithic type of educator is found.

The diversity of response as a total group suggests a major dimension in designing an in-service drug education program: assessment of staff attitude and perception prior to instruction. Only in this manner can the in-service project give direction and unity to the project and staff. In-service drug education must deal with the educator as an individual as well as the group in total.

Overall perception and attitude of the educators show them to be basically unbiased toward racial groups and sexes. Sparce minority populations in the surrounding area could be on explanation for minimal bias and prejudice shown in the question concerning black students. Female respondents demonstrated the greatest tendency of undecidedness

toward drug use and abuse in black students. This may mean that the male educators have assumed a role of quick and firm decision makers whereas women are less willing to commit themselves because of role model expectations.

Conclusions drawn from the research indicate drug use and abuse not solely occurring in the below average achiever, but rather it portends occurrence within all levels of achievers. Drug use and abuse occurring in a particular type of achiever appears to be a myth and should be dispelled as quickly as possible.

The statement concerning rebellion against parents and society as a means to explain drug use and abuse has profound implications for any future drug education program. High agreement with this statement was recorded by those people ranging from age 36 to 40. This may reflect a high concern for their own children since this age group is more likely to have children in the elementary and secondary schools. If their children are leaving the lineality stage and entering the collateral or individualistic stage, then rebellion against the parent would be a likely reason given for adolescent use and abuse of drugs by this age group.

A fascinating dicotomy of opinion between doctoral and master's candidates was noted in the statement concerning the incidence of drug abuse among students in the secondary and elementary public schools being relatively low as compared to other students in colleges and universities throughout the United States. Doctoral candidates had a tendency to agree more with the statement. This may indicate that

doctoral candidates have been away from the actual classroom and are not sensitive to the drug culture in the elementary and secondary schools while the master's candidate is more sensitive to the drug problem in both higher education and elementary and secondary schools.

Doctoral candidates also had a tendency to agree more than master's candidates that drug use and abuse is more likely found amohg boys than girls as did educators over the age of 40. More education and longer experience with children seem to point toward a belief that boys are more prone to drug use and abuse. This evidence would suggest that males, more so than females, are using and abusing drugs as a means to achieve their identity in society.

Student and community involvement were almost universally decreed as desireable and necessary by the respondents. A hypothesis could be that graduate students can empathize with both roles or value systems of the student and community member and student because he perceives himself both as a learner and as a member in the community. Another hypothesis is that "involvement" of any kind is in "vogue" now in educational circles and thus, appeals as an answer to the drug problem.

The findings among academic majors point to some critical dimensions of a future drug education program. For example, Elementary Education educators believe easy access to drugs is a primary reason for drug use and abuse whereas other education majors held diverse points of view. This would imply the necessity of close cooperation between high school and elementary drug education programs. Any kind of

action taken by the elementary schools must concide with the action taken by the secondary schools if the problem of drug use and abuse is to be solved with continuity and expediency.

The variation between single and married respondents reveals single adults to be less firm in their convictions than married respondents. This may in part reveal the single concern for the self or "ego" while the married respondents feel more responsibility for the student or child in the family.

The school population seems to be a large factor in determining the characteristics of drug use and abuse in the educational setting. As one would expect, drug problems are increasingly proportional to the size in population. The larger the school--the greater the problem. Easy access is much more of a problem in the larger schools whereas it is minimal in the smaller schools. Exposure to greater urbanization increases the probablity of drug use and abuse in the elementary and secondary public schools.

Implications for future study are indicated by the following questions:

1. What "total" (cognitive) knowledge does the educator possess about drug use and abuse in our elementary and secondary schools?
2. What is the perception and attitudes of community public officials, and school related agencies concerning drug use and abuse?
3. Is there a wide discrepancy of attitude and perception between educators and student, parental, and community members?
4. Does drug use and abuse in our elementary and secondary schools cut across certain ethic, racial, and social-economic lines or is drug use and abuse uniform in character?

APPENDICES

APPENDIX A

The following personal information sheet and questionnaire are designed for a project in a sociology of education class at the University of Nebraska. In order to make the survey as accurate as possible, please read each question carefully and mark that response which best illustrates your answer. Please do not sign your name on the questionnaire. Naturally, all personal data in the returns will be held in confidence. Thank you for your time and cooperation.

Gerald D. Bailey

PERSONAL DATA: Please check and complete the responses to the questions about yourself below.

1. SEX
   Male____
   Female____

2. AGE
   20-25____
   26-30____
   31-35____
   36-40____
   Over 40 ____

3. HIGHEST EDUCATIONAL DEGREE EARNED THUS FAR: _____

   _____

   EDUCATIONAL DEGREE WORKING TOWARD: _____

---

4. GRADUATE PROGRAM MAJOR
   Elementary Education____
   Educational Psychology ____
   Educational Administration ____
   Secondary Education____
   History and Philosophy of Ed____
   Adult Education____
   Business Teacher Education____

5. RELIGION
   Jewish____
   Catholic____
   Protestant____
   None____
   Other_____

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6. MARITAL STATUS
   Single____
   Married____
   Divorced____
   Other_____

7. NUMBER OF CHILDREN
   1.____
   2____
   3____
   4____
   Over 4____
   None ____

8. FATHER'S OCCUPATION

   _____

   MOTHER'S OCCUPATION

   _____

---

9. MOST RECENT TEACHING RESIDENCE
   Town_____
   State_____
   Population_____

10. MOST RECENT POSITION HELD IN THE PUBLIC SCHOOLS
    Teacher____
    Administrator____
    Counselor____
    Other_____

---

11. YEARS TAUGHT IN THE PUBLIC SCHOOLS

    0____ 1-2____ 3-4____ 5-6____ 7-8____ 9-10____ Over 10____

The following items have been prepared to permit you to indicate your perception and attitude toward drug use and abuse in the public schools. Your answer is correct if it expresses your true opinion. PLEASE ANSWER EVERY ITEM. DRAW A CIRCLE AROUND THE NUMBER WHICH MOST ACCURATELY EXPRESSES YOUR FEELING.

1. I strongly agree with the statement.
2. I tend to agree with this statement, but not strongly so.
3. I am undecided, neutral, or have no opinion on this statement.
4. I tend to disagree with this statement, but not strongly so.
5. I strongly disagree with this statement.

DRUG USE AND ABUSE IN THE PUBLIC SCHOOLS

1 2 3 4 5 1. Tobacco abuse is more serious than drug abuse in the public schools.

1 2 3 4 5 2. No drug prevention program in the public schools will be successful unless the students themselves are involved in planning and execution.

1 2 3 4 5 3. The drug LSD stimulates or enhances creativity.

1 2 3 4 5 4. Drug use and abuse is more likely found among boys than girls in the public schools.

1 2 3 4 5 5. The incidence of drug abuse among students in the public schools is relatively low as compared to other student in colleges and universities throughout the United States.

1 2 3 4 5 6. One must use drugs to really know the effect; only in this way can the necessity of drug education in the public schools be determined.

1 2 3 4 5 7. Drug abuse among students in the public schools is primarily a problem with the high achieving or top ranking student.

1 2 3 4 5 8. Marijuana is harmless

1 2 3 4 5 9. Drug abusers in the public schools are below average students.

1 2 3 4 5 10. Those who are drug abusers in the public schools are using drugs as a means of rebelling against their parents and society.

1 2 3 4 5 11. Alcohol use and abuse is more serious than drug use and abuse in the public schools.

1 2 3 4 5 12. The use of drugs by public school students is strictly a personal, individual matter.

1 2 3 4 5 13. The single most important factor leading to drug use and abuse in the public schools is experimentation.

1 2 3 4 5 14. The stress in academic course work causes students in the public schools to use and abuse drugs.

1 2 3 4 5 15. Drug education programs which provide information concerning the effects of drugs can lead to increased incidents of experimentation among public school students.

1 2 3 4 5 16. The absence of drug education programs in the public schools represents a visible void in the total educational curriculum.

1 2 3 4 5 17. Drug use and abuse in the public schools will increase significantly within the next few years.

1 2 3 4 5 18. Effective public school drug education programs must provide for continuous community involvement.

1 2 3 4 5 19. Small groups honestly and freely discussing the problems of drugs would do more toward solving the drug problem in the public schools than would establishing a program of drug education in the curriculum.

1 2 3 4 5 20. Drug use and abuse is more likely found among white students than black students.

1 2 3 4 5 21. Drug abuse in the public schools is primarily a problem with the average student.

1 2 3 4 5 22. An important reason for drug abuse in the public schools is the dissatisfaction or disillusionment with the prevailing educational system.

1 2 3 4 5 23. An important reason for drug abuse and use in the public schools is that the student feels a need "to belong" and to be with the "in" group.

1 2 3 4 5 24. Marijuana should be legalized.

1 2 3 4 5 25. A primary reason for drug abuse and use in the public schools is the easy access to drugs.

APPENDIX B

Please read each statement on the questionnaire carefully. Do not circle any of the numbers on the questionnaire but categorize every statement from the questionnaire under one of the following questions. You need only write the number of the statement that fits the question.

1. Is drug use and abuse a problem in the elementary and secondary public schools?

   Statements:_____

2. What kind of student is involved in drug use and abuse in the elementary and secondary public schools?

   Statements:_____

3. What factors have influenced the student to engage in drug use and abuse in the elementary and secondary public schools?

   Statements:_____

4. What can be done to solve the problem of drug use and abuse in the elementary and secondary public schools?

   Statements:_____

5. These statements can not be categorized under any of the questions stated above!

   Statements:_____

APPENDIX C

Graduate College Registration: First Semester 1971*

Departments Granting Degrees	Candidates Enrolled	Percent of Total Enrolled	Actual Numbers Utilized
Elementary Education	218	27	27
Educational Psychology	172	20	20
Educational Administration	137	16	16
Secondary Education	229	28	28
History and Philosophy	13	2	2
Adult Education	58	7	7
	827	100%	100

*Sample: 100 Graduate students selected from six major departments granting post-graduate degrees in education.

APPENDIX D

The following personal information sheet and questionnaire are designed for a project in a sociology of education class at the University of Nebraska. In order to make the survey as accurate as possible, please read each question carefully and mark that response which best illustrates your answer. Please do not sign your name on the questionnaire. Naturally, all personal data in the returns will be held in confidence. Reports of this survey will be in terms of group data and no reference to individuals will be made. Thank you for your time and cooperation.

Gerald D. Bailey

PERSONAL DATA: Please check and complete the responses to the questions about yourself below.

1. SEX
   Male_____
   Female_____

2. AGE
   20-25_____
   26-30_____
   31-35_____
   36-40_____
   Over 40_____

3. HIGHEST EDUCATIONAL DEGREE EARNED THUS FAR:
   _____
   HOURS EARNED BEYOND ABOVE DEGREE:
   _____
   EDUCATIONAL DEGREE WORKING TOWARD:
   _____

---

4. GRADUATE PROGRAM MAJOR
   Elementary Education_____
   Educational Psychology_____
   Educational Administration_____
   Secondary Education_____
   History and Philosophy of Ed. _____
   Adult Education_____
   Business Teacher Education____
   Other_____
   (Please specify)

5. RELIGION
   Jewish_____
   Catholic_____
   Protestant_____
   None_____
   Other_____
   (Please specify)

6. MARITAL STATUS
   Single_____
   Married_____
   Divorced_____
   Other_____
   (Please specify)

---

7. NUMBER OF CHILDREN
   1_____
   2_____
   3_____
   4_____
   5 or over _____

8. FATHER'S OCCUPATION
   _____
   MOTHER'S OCCUPATION
   _____

9. MOST RECENT TEACHING RESIDENCE
   Town_____(Name)
   Town's Population
   _____
   State_____(Name)

---

10. MOST RECENT POSITION HELD IN THE PUBLIC SCHOOLS
    Teacher_____
    Administrator_____
    Counselor_____
    Other_____
    (Please specify)

11. YEARS TAUGHT IN THE ELEMENTARY AND SECONDARY PUBLIC SCHOOLS
    0_____ 7-8_____
    1-2_____ 9-10_____
    3-4_____ Over 10_____
    5-6_____

The following items have been prepared to permit you to indicate your perception and attitude toward drug use and abuse in the public schools. Your answer is correct if it expresses your true opinion. PLEASE ANSWER EVERY ITEM. Draw a circle around the number which most accurately expresses your feeling.

1. I strongly agree with this statement.
2. I tend to agree with this statement, but not strongly so.
3. I am undecided, neutral, or have no opinion on this statement.
4. I tend to disagree with this statement, but not strongly so.
5. I strongly disagree with this statement.

DRUG USE AND ABUSE IN ELEMENTARY AND SECONDARY SCHOOLS

1 2 3 4 5 1. Tobacco abuse is more serious than drug abuse in the public schools.

1 2 3 4 5 2. The absence of drug education programs in the public schools does not necessarily represent a void in the total education curriculum.

1 2 3 4 5 3. Drug use and abuse is more prevalent in the secondary public schools than in the elementary public schools.

1 2 3 4 5 4. Drug use and abuse is more likely found among boys than girls in the public schools.

1 2 3 4 5 5. Continuous community involvement may not be necessary when attempting to implement effective drug education programs in the public schools.

1 2 3 4 5 6. Drug use and abuse in the public schools is primarily a problem with the below average student.

1 2 3 4 5 7. The single most important factor leading to drug use and abuse in the public schools is experimentation.

1 2 3 4 5 8. A drug prevention program in the public schools could be successful without the students being involved in the planning and execution of that program.

1 2 3 4 5 9. A primary reason for drug abuse and use in the public schools is the easy access to drugs.

1 2 3 4 5 10. Those who are drug abusers in the public schools are using drugs as a means of rebelling against their parents and society.

1 2 3 4 5 11. Drug use and abuse is more likely found among white students than black students in the public schools.

1 2 3 4 5 12. The incidence of drug abuse among students in the secondary and elementary public schools is relatively low as compared to other students in colleges and universities throughout the United States.

APPENDIX E

TABLE E-I

Male Group Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	6	10	10	15	16	3.44	10.5	17.5	17.5	26.3	28.1
2. Drug Education: Void	3	11	11	15	17	3.56	5.3	19.3	19.3	26.3	29.8
3. Sec vs El	33	18	5	1	0	1.54	57.9	31.6	8.8	1.8	0.0
4. Boy vs Girl	6	17	19	13	1	2.75	10.7	30.4	33.9	23.2	1.8
5. Community Involvement	0	4	5	16	32	4.33	0.0	7.0	8.8	28.1	56.1
6. Below average Student	1	6	4	20	26	4.12	1.8	10.5	7.0	35.1	45.6
7. Experimentation	9	32	6	6	3	2.32	16.1	57.1	10.7	10.7	5.4
8. Student Involvement	1	5	5	18	28	4.18	1.8	8.8	8.8	31.6	49.1
9. Easy Access	5	21	8	20	3	2.91	8.8	36.8	14.0	35.1	5.3
10. Rebellion	0	33	11	11	2	2.68	0.0	57.9	19.3	19.3	3.5
11. White vs Black	3	9	21	17	7	3.28	5.3	15.8	36.8	29.8	12.3
12. Sec & El vs Col & Uni	1	20	15	17	4	3.05	1.8	35.1	26.3	29.8	7.0

*Some items do not total 57 since some males did not respond and some percentages do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-II

Female Group Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	5	11	3	15	9	3.28	11.6	25.6	7.0	34.9	20.9
2. Drug Education: Void	4	12	5	11	10	3.26	9.5	28.6	11.9	26.2	23.8
3. Sec vs El	27	13	0	3	0	1.51	62.8	30.2	0.0	7.0	0.0
4. Boy vs Girl	2	16	13	10	2	2.86	4.7	37.2	30.2	23.2	4.7
5. Community Involvement	0	3	1	10	29	4.51	0.0	7.0	2.3	23.3	67.4
6. Below average Student	3	1	1	17	21	4.21	7.0	2.3	2.3	39.5	48.8
7. Experimentation	7	22	3	8	3	2.49	16.3	51.2	7.0	18.6	7.0
8. Student Involvement	1	6	2	12	22	4.12	2.3	13.9	4.7	27.9	51.2
9. Easy Access	6	16	5	15	1	2.74	13.9	37.2	11.6	34.9	2.3
10. Rebellion	4	15	10	14	0	2.79	9.3	34.9	23.3	32.6	0.0
11. White vs Black	0	1	24	14	4	3.49	0.0	2.3	55.8	32.6	9.3
12. Sec & El vs Col & Uni	3	12	12	12	4	3.05	7.0	27.9	27.9	27.9	9.3

*Some items do not total 43 since some females did not respond and some percentages do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-III

Age 20-25 Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	2	7	2	10	6	3.40	7.4	25.9	7.4	37.0	22.2
2. Drug Education: Void	2	5	3	7	10	3.67	7.4	18.5	11.1	25.9	37.0
3. Sec vs El	16	8	1	2	0	1.59	59.3	29.6	3.7	7.4	0.0
4. Boy vs Girl	1	8	9	9	0	2.96	3.7	29.6	33.3	33.3	0.0
5. Community Involvement	0	3	1	3	20	4.48	0.0	11.1	3.7	11.1	74.1
6. Below average Student	0	0	0	12	15	4.56	0.0	0.0	0.0	44.4	55.6
7. Experimentation	2	17	1	4	3	2.59	7.4	63.0	3.7	14.8	11.1
8. Student Involvement	0	2	0	7	18	4.52	0.0	7.4	0.0	25.9	66.7
9. Easy Access	3	8	4	12	0	2.93	11.1	29.6	14.8	44.4	0.0
10. Rebellion	0	11	5	10	1	3.04	0.0	40.7	18.5	37.0	3.7
11. White vs Black	2	2	14	9	0	3.11	7.4	7.4	51.9	33.3	0.0
12. Sec & El vs Col & Uni	1	7	5	12	2	3.26	3.7	25.9	18.5	44.4	7.4

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-IV

Age 26-30 Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	3	9	7	7	7	3.18	9.1	27.3	21.2	21.2	21.2
2. Drug Education: Void	3	9	5	11	5	3.18	9.1	27.3	15.2	33.3	15.2
3. Sec vs El	19	11	2	1	0	1.55	57.6	33.3	6.1	3.0	0.0
4. Boy vs Girl	3	9	11	8	2	2.91	9.1	27.3	33.3	24.2	6.1
5. Community Involvement	0	2	4	9	18	4.30	0.0	6.1	12.1	27.3	54.6
6. Below average Student	1	4	4	9	15	4.00	3.0	12.1	12.1	27.3	45.5
7. Experimentation	2	22	4	3	2	2.42	6.1	66.7	12.1	9.1	6.1
8. Student Involvement	1	3	4	10	15	4.06	3.0	9.1	12.1	30.3	45.5
9. Easy Access	2	13	4	11	3	3.00	6.1	39.4	12.1	33.3	9.1
10. Rebellion	2	16	7	8	0	2.64	6.1	48.5	21.2	24.2	0.0
11. White vs Black	0	5	16	8	4	3.33	0.0	15.2	48.5	24.2	12.1
12. Sec & El vs Col & Uni	3	9	11	9	1	2.88	9.1	27.3	33.3	27.3	3.0

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-V
Age 31-35 Response*

	Responses 1	2	3	4	5	Mean	Percent SA	A	U	D	SD
1. Tobacco vs Drug use	1	1	2	2	1	3.14	14.3	14.3	28.6	28.6	14.3
2. Drug Education: Void	0	1	2	4	0	3.43	0.0	14.3	38.6	57.1	0.0
3. Sec vs El	4	3	0	0	0	1.43	57.1	42.9	0.0	0.0	0.0
4. Boy vs Girl	0	4	1	2	0	2.71	0.0	57.1	14.3	28.6	0.0
5. Community Involvement	0	1	0	3	3	4.14	0.0	14.3	0.0	42.9	42.9
6. Below average Student	0	1	0	2	4	4.29	0.0	14.3	0.0	28.6	57.1
7. Experimentation	1	4	2	0	0	2.14	14.3	57.1	28.6	0.0	0.0
8. Student Involvement	0	3	1	1	2	3.29	0.0	42.9	14.3	14.3	28.6
9. Easy Access	0	3	1	2	1	3.14	0.0	42.9	14.3	28.6	14.3
10. Rebellion	1	3	2	0	1	2.57	14.3	42.9	28.6	0.0	14.3
11. White vs Black	0	1	3	1	2	3.57	0.0	14.3	42.9	14.3	28.6
12. Sec & El vs Col & Uni	0	3	3	1	0	2.71	0.0	42.9	42.9	14.3	0.0

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-VI

Age 36-40 Response*

	Responses 1	2	3	4	5	Mean	Percent SA	A	D	U	SD
1. Tobacco vs Drug use	1	1	0	5	4	3.91	9.1	9.1	0.0	45.5	36.4
2. Drug Education: Void	1	3	3	1	3	3.18	9.1	27.3	27.3	9.1	27.3
3. Sec vs El	7	2	2	0	0	1.55	63.6	18.2	18.2	0.0	0.0
4. Boy vs Girl	0	4	4	2	1	3.00	0.0	36.4	36.4	18.2	9.1
5. Community Involvement	0	0	0	3	8	4.73	0.0	0.0	0.0	27.3	72.7
6. Below average Student	1	1	0	4	5	4.00	9.1	9.1	0.0	36.4	45.5
7. Experimentation	3	3	1	4	0	2.55	27.3	27.3	9.1	36.4	0.0
8. Student Involvement	0	1	0	3	7	4.46	0.0	9.1	0.0	27.3	63.6
9. Easy Access	2	4	0	5	0	2.73	18.2	36.4	0.0	45.5	0.0
10. Rebellion	0	8	2	1	0	2.36	0.0	72.7	18.2	9.1	0.0
11. White vs Black	1	0	4	5	1	3.46	9.1	0.0	36.4	45.5	9.1
12. Sec & El vs Col & Uni	0	4	3	3	1	3.09	0.0	36.4	27.3	27.3	9.1

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-VII

Age Over 40 Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	4	3	1	6	7	3.43	19.1	14.3	4.8	28.6	33.3
2. Drug Education: Void	1	5	3	3	8	3.60	5.0	25.0	15.0	15.0	40.0
3. Sec vs El	13	7	0	1	0	1.48	61.9	33.3	0.0	4.8	0.0
4. Boy vs Girl	3	8	7	2	0	2.40	15.0	40.0	35.0	10.0	0.0
5. Community Involvement	0	1	1	8	11	4.38	0.0	4.8	4.8	38.1	52.4
6. Below average Student	2	1	1	10	7	3.91	9.5	4.8	4.8	47.6	33.3
7. Experimentation	8	8	1	2	1	2.00	40.0	40.0	5.0	10.0	5.0
8. Student Involvement	1	2	2	9	7	3.91	4.8	9.5	9.5	42.9	33.3
9. Easy Access	4	9	4	4	0	2.38	19.1	42.9	19.1	19.1	0.0
10. Rebellion	1	10	5	5	0	2.67	4.8	47.6	23.8	23.8	0.0
11. White vs Black	0	2	7	8	4	3.67	0.0	9.5	33.3	38.1	19.1
12. Sec & El vs Col & Uni	0	9	5	3	4	3.10	0.0	42.9	23.8	14.3	19.1

*Some items do not total 22 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-VIII

Master's Candidates Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	9	13	9	20	13	3.23	14.1	20.3	14.1	31.3	20.3
2. Drug Education: Void	5	17	10	15	16	3.34	7.9	27.0	15.9	23.8	25.4
3. Sec vs El	40	17	3	4	0	1.55	62.5	26.6	4.7	6.3	0.0
4. Boy vs Girl	3	19	22	19	1	2.94	4.7	29.7	34.4	29.7	1.6
5. Community Involvement	0	4	6	12	42	4.44	0.0	6.3	9.4	18.8	65.6
6. Below average Student	3	2	2	26	31	4.25	4.7	3.1	3.1	40.6	48.4
7. Experimentation	7	36	8	10	3	2.47	10.9	56.3	12.5	15.6	4.7
8. Student Involvement	2	6	7	18	31	4.09	3.1	9.4	10.9	28.1	48.4
9. Easy Access	7	20	12	23	2	2.89	10.9	31.8	18.8	35.9	3.1
10. Rebellion	1	25	16	21	1	2.94	1.6	39.1	25.0	32.8	1.6
11. White vs Black	2	4	35	17	6	3.33	3.1	6.3	54.7	26.6	9.4
12. Sec & El vs Col & Uni	1	16	21	20	6	3.22	1.6	25.0	32.8	31.3	9.4

*Some items do not total 64 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-IX

Doctoral Candidates Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	2	8	4	10	12	3.61	5.6	22.2	11.1	27.8	33.3
2. Drug Education: Void	2	6	6	11	11	3.64	5.6	16.7	16.7	30.6	30.6
3. Sec vs El	20	14	2	0	0	1.50	55.6	38.9	5.6	0.0	0.0
4. Boy vs Girl	5	14	10	4	2	2.54	14.3	40.0	28.6	11.4	5.7
5. Community Involvement	0	3	0	14	19	4.36	0.0	8.3	0.0	38.9	52.8
6. Below average Student	1	5	3	11	16	4.00	2.8	13.9	8.3	30.6	44.4
7. Experimentation	9	18	1	4	3	2.26	25.7	51.4	2.9	11.4	8.6
8. Student Involvement	0	5	0	12	19	4.25	0.0	13.9	0.0	33.3	52.8
9. Easy Access	4	17	1	12	2	2.75	11.1	47.2	2.8	33.3	5.6
10. Rebellion	3	23	5	4	1	2.36	8.3	63.9	13.9	11.1	2.8
11. White vs Black	1	6	10	14	5	3.44	2.8	16.7	27.8	38.9	13.9
12. Sec & El vs Col & Uni	3	16	16	9	2	2.75	8.3	44.4	44.4	25.0	5.6

*Some items do not total 36 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-X

Elementary Education Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	6	2	2	10	7	3.37	22.2	7.4	7.4	37.0	25.9
2. Drug Education: Void	3	10	2	6	5	3.00	11.5	38.5	7.7	23.1	19.2
3. Sec vs El	18	7	0	2	0	1.48	66.7	25.9	0.0	7.4	0.0
4. Boy vs Girl	2	8	11	6	0	2.78	7.4	29.6	40.7	22.2	0.0
5. Community Involvement	0	1	0	7	19	4.63	0.0	3.7	0.0	25.9	70.4
6. Below average Student	3	0	0	12	12	4.11	11.1	0.0	0.0	44.4	44.4
7. Experimentation	4	14	1	7	1	2.52	14.8	51.9	3.7	25.9	3.7
8. Student Involvement	1	2	2	9	13	4.15	3.7	7.4	7.4	33.3	48.2
9. Easy Access	5	11	4	7	0	2.48	18.5	40.7	14.8	25.9	0.0
10. Rebellion	1	11	7	8	0	2.82	3.7	40.7	25.9	29.6	0.0
11. White vs Black	1	2	15	7	2	3.26	3.7	7.4	55.6	25.9	7.4
12. Sec & El vs Col & Uni	1	10	8	5	3	2.96	3.7	37.0	29.6	18.5	11.1

*Some items do not total 27 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XI

Educational Psychology Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	5	4	5	5	3.40	5.0	25.0	20.0	25.0	25.0
2. Drug Education: Void	2	6	3	4	5	3.20	10.0	30.0	15.0	20.0	25.0
3. Sev vs El	12	4	2	2	1	1.70	60.0	20.0	10.0	10.0	0.0
4. Boy vs Girl	2	9	3	5	1	2.70	10.0	45.0	15.0	25.0	5.0
5. Community Involvement	0	3	2	3	12	4.20	0.0	15.0	10.0	15.0	60.0
6. Below average Student	0	3	1	8	8	4.05	0.0	15.0	5.0	40.0	40.0
7. Experimentation	1	13	2	3	1	2.50	5.0	65.0	10.0	15.0	5.0
8. Student Involvement	0	3	2	4	11	4.15	0.0	15.0	10.0	20.0	55.0
9. Easy Access	1	7	3	8	1	3.05	5.0	35.0	15.0	40.0	5.0
10. Rebellion	2	5	3	9	1	3.10	10.0	25.0	15.0	45.0	5.0
11. White vs Black	1	0	6	9	4	3.75	5.0	0.0	30.0	45.0	20.0
12. Sec & El vs Col & Uni	1	5	6	7	1	3.10	5.0	25.0	30.0	35.0	5.0

TABLE E-XII

Educational Administration Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	2	1	5	2	6	3.56	12.5	6.3	31.3	12.5	37.5
2. Drug Education: Void	1	3	3	5	4	3.50	6.3	18.8	18.8	31.3	25.0
3. Sec vs El	5	8	3	0	0	1.88	31.3	50.0	18.8	0.0	0.0
4. Boy vs Girl	0	4	9	3	0	2.94	0.0	25.0	56.3	18.8	0.0
5. Community Involvement	0	0	2	5	9	4.44	0.0	0.0	12.5	31.3	56.3
6. Below average Student	0	2	2	6	6	4.00	0.0	12.5	12.5	37.5	37.5
7. Experimentation	1	9	4	0	2	2.56	6.3	56.3	25.0	0.0	12.5
8. Student Involvement	1	2	1	6	6	3.88	6.3	12.5	6.3	37.5	37.5
9. Easy access	0	7	2	5	2	3.13	0.0	43.8	12.5	31.3	12.5
10. Rebellion	0	10	5	0	1	2.50	0.0	62.5	31.3	0.0	6.3
11. White vs Black	0	1	8	6	1	3.44	0.0	6.3	50.0	37.5	6.3
12. Sec & El vs Col & Uni	0	5	6	4	1	3.06	0.0	31.3	37.5	25.0	6.3

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XIII

Secondary Education Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	10	0	10	7	3.43	3.6	35.7	0.0	35.7	25.0
2. Drug Education: Void	1	2	7	8	10	3.86	3.6	7.1	25.0	28.6	35.7
3. Sec vs El	19	9	0	0	0	1.32	67.9	32.1	0.0	0.0	0.0
4. Boy vs Girl	2	10	6	8	2	2.93	7.1	35.7	21.4	28.6	7.1
5. Community Involvement	0	3	2	6	17	4.32	0.0	10.7	7.1	21.4	60.7
6. Below average Student	1	2	2	7	16	4.25	3.6	7.1	7.1	25.0	57.1
7. Experimentation	8	14	1	3	2	2.18	28.6	50.0	3.6	10.7	7.1
8. Student Involvement	0	2	2	8	16	4.36	0.0	7.1	7.1	28.6	57.1
9. Easy Access	5	8	3	12	0	2.79	17.9	28.6	10.7	42.9	0.0
10. Rebellion	1	16	5	6	0	2.57	3.6	57.1	17.9	21.4	0.0
11. White vs Black	1	6	12	6	3	3.14	3.6	21.4	42.9	21.4	10.7
12. Sec & El vs Col & Uni	2	7	6	10	3	3.18	7.1	25.0	21.4	35.7	10.7

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XIV

History and Philosophy Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	1	1	0	0	2.50	0.0	50.0	50.0	0.0	0.0
2. Drug Education: Void	0	0	0	0	2	5.00	0.0	0.0	0.0	0.0	100.0
3. Sec vs El	2	0	0	0	0	1.00	100.0	0.0	0.0	0.0	0.0
4. Boy vs Girl	2	0	0	0	0	1.00	100.0	0.0	0.0	0.0	0.0
5. Community Involvement	0	0	0	1	1	4.50	0.0	0.0	0.0	50.0	50.0
6. Below average Student	0	0	0	0	2	5.00	0.0	0.0	0.0	0.0	100.0
7. Experimentation	0	1	0	1	0	3.00	0.0	50.0	0.0	50.0	0.0
8. Student Involvement	0	0	0	1	1	4.50	0.0	0.0	0.0	50.0	50.0
9. Easy Access	0	1	0	1	0	3.00	0.0	50.0	0.0	50.0	0.0
10. Rebellion	0	1	0	1	0	3.00	0.0	50.0	0.0	50.0	0.0
11. White vs Black	0	0	2	0	0	3.00	0.0	0.0	100.0	0.0	0.0
12. Sec & El vs Col & Uni	0	1	0	1	0	3.00	0.0	50.0	0.0	50.0	0.0

TABLE E-XV

Adult Education Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	2	1	3	0	2.86	14.3	28.6	14.3	42.9	0.0
2. Drug Education: Void	0	2	1	3	1	3.43	0.0	28.6	14.3	42.9	14.3
3. Sec vs El	4	3	0	0	0	1.43	57.1	42.9	0.0	0.0	0.0
4. Boy vs Girl	0	2	3	1	0	2.83	0.0	33.3	50.0	16.7	0.0
5. Community Involvement	0	0	0	4	3	4.43	0.0	0.0	0.0	57.1	42.9
6. Below average Student	0	0	0	4	3	4.43	0.0	0.0	0.0	57.1	42.9
7. Experimentation	2	3	1	0	0	1.83	33.3	50.0	16.7	0.0	0.0
8. Student Involvement	0	2	0	2	3	3.86	0.0	28.6	0.0	28.6	42.9
9. Easy Access	0	3	1	2	1	3.14	0.0	42.9	14.3	28.6	14.3
10. Rebellion	0	5	1	1	0	2.43	0.0	71.4	14.3	14.3	0.0
11. White vs Black	0	1	2	3	1	3.57	0.0	14.3	28.6	42.9	14.3
12. Sec & El vs Col & Uni	0	4	1	2	0	2.71	0.0	57.1	14.3	28.6	0.0

*Some items do not total 7 since some participants did not respond and some percentages do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XVI

No Children Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	4	12	6	13	11	3.33	8.7	26.1	13.0	28.3	23.9
2. Drug Education: Void	4	11	6	13	12	3.39	8.7	23.9	13.0	28.3	26.1
3. Sec vs El	23	19	2	2	0	1.63	50.0	41.3	4.4	4.4	0.0
4. Boy vs Girl	2	13	18	11	2	2.96	4.4	28.3	39.1	23.9	4.4
5. Community Involvement	0	2	3	7	34	4,59	0.0	4.4	6.5	15.2	73.9
6. Below average Student	2	2	2	17	23	4.24	4.4	4.4	4.4	37.0	50.0
7. Experimentation	4	25	6	6	5	2.63	8.7	34.4	13.0	13.0	10.9
8. Student Involvement	1	4	2	15	24	4.24	2.2	8.7	4.4	32.6	52.2
9. easy Access	6	17	6	14	3	2.80	13.0	37.0	13.0	30.4	6.5
10. Rebellion	2	22	7	13	2	2.80	4.4	47.8	15.2	28.3	4.4
11. White vs Black	1	3	24	14	4	3.37	2.2	6.5	52.2	30.4	8.7
12. Sec & El vs Col & Uni	3	9	13	19	2	3.17	6.5	19.6	28.3	41.3	4.4

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XVII

One Child Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	3	1	5	4	3.77	0.0	23.1	7.7	38.5	30.8
2. Drug Education: Void	1	2	4	3	3	3.39	7.7	15.4	30.8	23.1	23.1
3. Sec vs El	9	4	0	0	0	1.31	69.2	30.8	0.0	0.0	0.0
4. Boy vs Girl	1	3	2	6	1	3.23	7.7	23.1	15.4	46.2	7.7
5. Community Involvement	0	2	1	2	8	4.23	0.0	15.4	7.7	15.4	61.5
6. Below average Student	1	1	0	3	8	4.23	7.7	7.7	0.0	23.1	61.5
7. Experimentation	2	8	0	2	1	2.39	15.4	61.5	0.0	15.4	7.7
8. Student Involvement	0	1	2	1	9	4.39	0.0	7.7	15.4	7.7	69.2
9. Easy Access	1	5	1	6	0	2.92	7.7	38.5	7.7	46.2	0.0
10. Rebellion	1	8	1	3	0	2.46	7.7	61.5	7.7	23.1	0.0
11. White vs Black	0	2	4	6	1	3.46	0.0	15.4	30.8	46.2	7.7
12. Sec & El vs Col & Uni	1	5	2	3	2	3.00	7.7	38.5	15.4	23.1	15.4

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XVIII

Two Children Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	4	3	2	7	3	3.11	21.1	15.8	10.5	36.8	15.8
2. Drug Education: Void	1	3	4	5	5	3.56	5.6	16.7	22.2	27.8	27.8
3. Sec vs El	15	2	2	0	0	1.32	79.0	10.5	10.5	0.0	0.0
4. Boy vs Girl	2	8	5	4	0	2.58	10.5	42.1	26.3	21.1	0.0
5. Community Involvement	0	2	1	6	10	4.26	0.0	10.5	5.3	31.6	52.6
6. Below average Student	1	3	2	7	6	3.74	5.3	15.8	10.5	36.8	31.6
7. Experimentation	4	8	2	5	0	2.42	21.1	42.1	10.5	26.3	0.0
8. Student Involvement	0	3	2	6	8	4.00	0.0	15.8	10.5	31.6	42.1
9. Easy Access	2	5	2	9	1	3.11	10.5	26.3	10.5	47.4	5.3
10. Rebellion	0	9	6	4	0	2.74	0.0	47.4	31.6	21.1	0.0
11. White vs Black	0	3	8	5	3	3.42	0.0	15.8	42.1	26.3	15.8
12. Sec & El vs Col & Uni	0	5	7	4	3	3.26	0.0	26.3	36.8	21.1	15.8

*Some items do not total 19 since some participants did not respond and some did not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XIX

Three Children Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	1	3	4	4	3.69	7.7	7.7	23.1	30.8	30.8
2. Drug Education: Void	1	4	1	3	4	3.39	7.7	30.8	7.7	23.1	30.8
3. Sec vs El	8	5	0	0	0	[illegible].39	61.5	38.5	0.0	0.0	0.0
4. Boy vs Girl	2	5	5	1	0	[illegible].39	15.4	38.5	38.5	7.7	0.0
5. Community Involvement	0	0	0	9	4	4.31	0.0	0.0	0.0	69.2	30.8
6. Below average Student	0	0	1	7	5	4.31	0.0	0.0	7.7	53.9	38.5
7. Experimentation	2	11	0	0	0	1.85	15.4	84.5	0.0	0.0	0.0
8. Student Involvement	1	2	0	7	3	3.69	7.7	15.4	0.0	53.9	23.1
9. Easy Access	0	8	2	3	0	2.62	0.0	61.5	15.4	23.1	0.0
10. Rebellion	1	7	3	2	0	2.46	7.7	53.9	23.1	15.4	0.0
11. White vs Black	0	2	6	3	2	3.39	0.0	15.4	46.2	23.1	15.4
12. Sec & El vs Col & Uni	0	9	2	2	0	2.46	0.0	69.2	15.4	15.4	0.0

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XX

Four Children Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	2	0	0	2	3.52	0.0	50.0	0.0	0.0	50.0
2. Drug Education: Void	0	0	1	1	2	4.25	0.0	0.0	25.0	25.0	50.0
3. Sec vs El	3	1	0	0	0	1.25	75.0	25.0	0.0	0.0	0.0
4. Boy vs Girl	0	2	1	0	0	2.33	0.0	66.7	33.3	0.0	0.0
5. Community Involvement	0	0	0	2	2	4.50	0.0	0.0	0.0	50.0	50.0
6. Below average Student	0	0	0	1	3	4.75	0.0	0.0	0.0	25.0	75.0
7. Experimentation	2	1	0	0	0	1.33	66.7	33.3	0.0	0.0	0.0
8. Student Involvement	0	1	0	0	3	4.25	0.0	25.0	0.0	0.0	75.0
9. Easy Access	0	2	1	1	0	2.75	0.0	50.0	25.0	25.0	0.0
10. Rebellion	0	1	2	1	0	3.00	0.0	25.0	50.0	25.0	0.0
11. White vs Black	1	0	1	2	0	3.00	25.0	0.0	25.0	50.0	0.0
12. Sec & El vs Col & Uni	0	3	1	0	0	2.25	0.0	75.0	25.0	0.0	0.0

*Some items do not total 4 since some participants did not respond.

TABLE E-XXI

Five Children or Over Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	2	0	0	1	1	2.75	50.0	0.0	0.0	25.0	25.0
2. Drug Education: Void	0	3	0	0	1	2.75	0.0	75.0	0.0	0.0	25.0
3. Sec vs El	2	0	1	1	0	2.25	50.0	0.0	25.0	25.0	0.0
4. Boy vs Girl	1	1	1	1	0	2.50	25.0	25.0	25.0	25.0	0.0
5. Community Involvement	0	0	1	0	3	4.50	0.0	0.0	25.0	0.0	75.0
6. Below average Student	0	1	0	2	1	3.75	0.0	25.0	0.0	50.0	25.0
7. Experimentation	2	1	1	0	0	1.75	50.0	25.0	25.0	0.0	0.0
8. Student Involvement	0	0	1	1	2	4.25	0.0	0.0	25.0	25.0	50.0
9. Easy Access	2	0	1	1	0	2.25	50.0	0.0	25.0	25.0	0.0
10. Rebellion	0	1	2	1	0	3.00	0.0	25.0	50.0	25.0	0.0
11. White vs Black	0	0	2	1	1	3.75	0.0	0.0	50.0	25.0	25.0
12. Sec & El vs Col & Uni	0	0	2	1	1	3.75	0.0	0.0	50.0	25.0	25.0

TABLE E-XXII

Father's Occupation: Unskilled Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	2	4	3	15	8	3.72	6.3	12.5	9.4	46.9	25.0
2. Drug Education: Void	4	8	5	9	6	3.16	12.5	25.0	15.6	28.1	18.8
3. Sec vs El	14	14	2	2	0	1.75	43.8	43.8	6.3	6.3	0.0
4. Boy vs Girl	1	15	6	9	1	2.81	3.1	46.9	18.8	28.1	3.1
5. Community Involvement	0	5	1	8	18	4.22	0.0	15.6	3.1	25.0	56.3
6. Below average Student	1	1	1	16	13	4.22	3.1	3.1	3.1	50.0	40.6
7. Experimentation	6	14	2	8	2	2.56	18.8	48.8	6.3	25.0	6.3
8. Student Involvement	0	5	2	10	15	4.09	0.0	15.6	6.3	31.3	46.9
9. Easy Access	3	14	2	13	0	2.78	9.4	43.8	6.3	40.6	0.0
10. Rebellion	1	17	9	4	1	2.59	3.1	53.1	28.1	12.5	3.1
11. White vs Black	1	2	12	13	4	3.53	3.1	6.3	37.5	40.6	12.5
12. Sec & El vs Col & Uni	1	11	9	8	3	3.03	3.1	34.4	28.1	25.0	9.4

*Some items do not total 100 since some participants did not respond.

TABLE E-XXIII

Father's Occupation: Skilled Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	3	7	2	8	5	3.20	12.0	28.0	8.0	32.0	20.0
2. Drug Education: Void	2	2	5	6	10	3.80	8.0	8.0	20.0	24.0	40.0
3. Sec vs El	19	6	0	0	0	1.24	76.0	24.0	0.0	0.0	0.0
4. Boy vs Girl	4	6	7	8	0	2.76	16.0	24.0	28.0	32.0	0.0
5. Community Involvement	0	0	2	4	19	4.68	0.0	0.0	8.0	16.0	76.0
6. Below average Student	1	1	2	10	11	4.16	4.0	4.0	8.0	40.0	44.0
7. Experimentation	3	16	0	4	2	2.44	12.0	64.0	0.0	16.0	8.0
8. Student Involvement	0	1	0	10	14	4.48	0.0	4.0	0.0	40.0	56.0
9. Easy Access	3	7	4	9	2	3.00	12.0	28.0	16.0	36.0	8.0
10. Rebellion	1	13	3	7	1	2.76	4.0	52.0	12.0	28.0	4.0
11. White vs Black	1	5	10	8	1	3.12	4.0	20.0	40.0	32.0	4.0
12. Sec & El vs Col & Uni	1	7	3	11	3	3.32	4.0	28.0	12.0	44.0	12.0

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXIV

Father's Occupation: Professional Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	3	1	3	4	7	3.61	16.7	5.6	16.7	22.2	38.9
2. Drug Education: Void	0	9	1	4	4	3.16	0.0	50.0	5.6	22.2	22.2
3. Sec vs El	10	6	1	1	0	1.61	55.6	33.3	5.6	5.6	0.0
4. Boy vs Girl	1	5	8	4	0	2.83	5.6	27.8	44.4	22.2	0.0
5. Community Involvement	0	2	1	6	9	4.22	0.0	11.1	5.6	33.3	50.0
6. Below average Student	0	3	0	6	9	4.17	0.0	16.7	0.0	33.3	50.0
7. Experimentation	1	13	2	1	1	2.33	5.6	72.2	11.1	5.6	5.6
8. Student Involvement	1	4	2	5	6	3.61	5.6	22.2	11.1	27.8	33.3
9. Easy Access	2	6	2	8	0	2.89	11.1	33.3	11.1	44.4	0.0
10. Rebellion	1	7	3	7	0	2.89	5.6	38.9	16.7	38.9	0.0
11. White vs Black	0	0	12	5	1	3.39	0.0	0.0	66.7	27.8	5.6
12. Sec & El vs Col & Uni	0	6	6	5	1	3.06	0.0	33.3	33.3	27.8	5.0

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXV

Class A Schools Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	7	13	7	18	20	3.48	10.8	20.0	10.8	27.7	30.8
2. Drug Education: Void	5	13	10	20	16	3.45	7.8	20.3	15.6	31.3	25.0
3. Sec vs El	41	18	3	3	0	1.51	63.1	27.7	4.6	4.6	0.0
4. Boy vs Girl	6	22	21	12	3	2.75	9.4	34.4	32.8	18.8	4.7
5. Community Involvement	0	4	2	16	43	4.51	0.0	6.2	3.1	24.6	66.2
6. Below average Student	3	6	3	22	31	4.11	4.6	9.2	4.6	33.9	47.7
7. Experimentation	11	32	4	12	5	2.50	17.2	50.0	6.3	18.8	7.8
8. Student Involvement	1	7	3	17	37	4.26	1.5	10.8	4.6	26.2	56.9
9. Easy Access	9	23	7	23	3	2.82	13.9	35.4	10.8	35.4	4.6
10. Rebellion	4	33	11	17	0	2.63	6.2	50.8	16.9	26.2	0.0
11. White vs Black	2	9	29	19	6	3.28	3.1	13.9	44.6	29.2	9.2
12. Sec & El vs Col & Uni	4	22	16	19	4	2.95	6.2	33.9	24.6	29.2	6.2

*Some items do not total 65 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XXVI

Class B School Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	4	0	3	1	2.89	11.1	44.4	0.0	33.3	11.1
2. Drug Education: Void	2	1	2	0	4	3.33	22.2	11.1	22.2	0.0	44.4
3. Sec vs El	8	1	0	0	0	1.11	88.9	11.1	0.0	0.0	0.0
4. Boy vs Girl	1	6	1	1	0	2.22	11.1	66.7	11.1	11.1	0.0
5. Community Involvement	0	2	2	1	4	3.78	0.0	22.2	22.2	11.1	44.4
6. Below average Student	0	0	0	5	4	4.44	0.0	0.0	0.0	55.6	44.4
7. Experimentation	3	5	0	1	0	1.89	33.3	55.6	11.1	11.1	0.0
8. Student Involvement	0	2	2	2	3	3.67	0.0	22.2	22.2	22.2	33.3
9. Easy Access	1	4	1	3	0	2.67	11.1	44.4	11.1	33.3	0.0
10 Rebellion	0	5	2	2	0	2.67	0.0	55.6	22.2	22.2	0.0
11. White vs Black	1	0	3	3	2	3.56	11.1	0.0	33.3	33.3	22.2
12. Sec & El vs Col & Uni	0	2	2	3	2	3.56	0.0	22.2	22.2	33.3	22.2

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXVII

Class C School Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	0	2	2	0	3.00	20.0	0.0	40.0	40.0	0.0
2. Drug Education: Void	0	3	1	1	0	2.60	0.0	60.0	20.0	20.0	0.0
3. Sec vs El	2	2	0	1	0	2.00	40.0	40.0	0.0	20.0	0.0
4. Boy vs Girl	0	2	2	1	0	2.80	0.0	40.0	40.0	20.0	0.0
5. Community Involvement	0	0	0	2	3	4.60	0.0	0.0	0.0	40.0	60.0
6. Below average Student	1	0	0	4	0	3.40	20.0	0.0	0.0	80.0	0.0
7. Experimentation	1	2	1	1	0	2.40	20.0	40.0	20.0	20.0	0.0
8. Student Involvement	1	0	0	3	1	3.60	20.0	0.0	0.0	60.0	20.0
9. Easy Access	1	3	1	0	0	2.00	20.0	60.0	20.0	0.0	0.0
10. Rebellion	0	3	1	1	0	2.60	0.0	60.0	20.0	20.0	0.0
11. White vs Black	0	0	2	2	1	3.80	0.0	0.0	40.0	40.0	20.0
12. Sec & El vs Col & Uni	0	2	1	1	1	3.20	0.0	40.0	20.0	20.0	20.0

TABLE E-XXVIII

Class D School Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	2	2	1	2	2	3.00	22.2	22.2	11.1	22.2	22.2
2. Drug Education: Void	0	4	1	2	2	3.22	0.0	44.4	11.1	22.2	22.2
3. Sec vs El	4	4	1	0	0	1.67	44.4	44.4	11.1	0.0	0.0
4. Boy vs Girl	0	0	5	4	0	3.44	0.0	0.0	55.6	44.4	33.3
5. Community Involvement	0	1	1	4	3	4.00	0.0	11.1	11.1	44.4	33.3
6. Below average Student	0	1	1	1	6	4.33	0.0	11.1	11.1	11.1	66.7
7. Experimentation	1	7	1	0	0	2.00	11.1	77.8	11.1	0.0	0.0
8. Student Involvement	0	0	1	4	4	4.33	0.0	0.0	11.1	44.4	44.4
9. Easy Access	0	2	1	5	1	3.56	0.0	22.2	11.1	55.6	11.1
10. Rebellion	0	4	3	2	0	2.78	0.0	44.4	33.3	22.2	0.0
11. White vs Black	0	0	6	3	0	3.33	0.0	0.0	66.7	33.3	0.0
12. Sec & El vs Col & Uni	0	2	4	3	0	3.11	0.0	22.2	44.4	33.3	0.0

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXIX

No Experience Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	3	4	8	5	3.75	0.0	15.0	20.0	40.0	25.0
2. Drug Education: Void	2	2	3	5	8	3.75	10.0	10.0	15.0	25.0	40.0
3. Sec vs El	10	6	3	1	0	1.75	50.0	30.0	15.0	5.0	0.0
4. Boy vs Girl	0	7	6	6	0	2.95	0.0	36.9	31.6	31.6	0.0
5. Community Involvement	0	2	1	5	12	4.35	0.0	10.0	5.0	25.0	60.0
6. Below average Student	1	0	1	7	11	4.35	5.0	0.0	5.0	35.0	55.0
7. Experimentation	3	8	4	3	1	2.53	15.8	42.1	21.1	15.8	5.3
8. Student Involvement	0	2	1	5	12	4.35	0.0	10.0	5.0	25.0	60.0
9. Easy Access	1	5	5	9	0	3.10	5.0	25.0	25.0	45.0	0.0
10. Rebellion	0	8	4	7	1	3.05	0.0	40.0	20.0	35.0	5.0
11. White vs Black	1	1	8	9	1	3.40	5.0	5.0	40.0	45.0	5.0
12. Sec & El vs Col & Uni	0	7	5	6	2	3.15	0.0	35.0	25.0	30.0	10.0

*Some items do not total 20 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XXX

1-2 Years Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	4	6	3	6	3	2.91	18.2	27.3	13.6	27.3	13.6
2. Drug Education: Void	2	6	2	6	6	3.36	9.1	27.3	9.1	27.3	27.3
3. Sec vs El	14	6	0	2	0	1.55	63.6	27.3	0.0	9.1	0.0
4. Boy vs Girl	3	6	8	4	1	2.73	13.6	27.3	36.4	18.2	4.6
5. Community Involvement	0	0	1	4	17	4.73	0.0	0.0	4.6	18.2	77.3
6. Below average Student	0	1	2	10	9	4.23	0.0	4.6	9.1	45.5	40.9
7. Experimentation	1	15	2	2	2	2.50	4.6	68.2	9.1	9.1	9.1
8. Student Involvement	0	2	1	7	12	4.32	0.0	9.1	4.6	31.8	54.6
9. Easy Access	2	9	2	7	2	2.91	9.1	40.9	9.1	31.8	9.1
10. Rebellion	0	11	2	9	0	2.91	0.0	50.0	9.1	40.9	0.0
11. White vs Black	0	3	11	5	3	3.36	0.0	13.6	50.0	22.7	13.6
12. Sec & El vs Col & Uni	1	7	6	8	0	2.96	4.6	31.8	27.3	36.4	0.0

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXXI

3-4 Years Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	6	2	3	2	2.93	7.1	42.9	14.3	21.4	14.3
2. Drug Education: Void	1	2	4	5	2	3.36	7.1	14.3	28.6	35.7	14.3
3. Sec vs El	8	6	0	0	0	1.43	57.1	42.9	0.0	0.0	0.0
4. Boy vs Girl	1	3	6	3	1	3.00	7.1	21.4	42.9	21.4	7.1
5. Community Involvement	0	3	2	4	5	3.79	0.0	21.4	14.3	28.6	35.7
6. Below average Student	0	1	0	5	8	4.43	0.0	7.1	0.0	35.7	57.1
7. Experimentation	2	8	0	1	3	2.46	14.3	57.1	0.0	7.1	21.4
8. Student Involvement	0	2	2	2	8	4.14	0.0	14.3	14.3	14.3	57.1
9. Easy Access	2	5	2	5	0	2.71	14.3	35.7	14.3	35.7	0.0
10. Rebellion	1	6	7	0	0	2.43	7.1	42.9	50.0	0.0	0.0
11. White vs Black	1	2	7	4	0	3.00	7.1	14.3	50.0	28.6	0.0
12. Sec & El vs Col & Uni	2	2	5	5	0	2.93	14.3	14.3	35.7	35.7	0.0

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXXII

5-6 Years Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	3	2	7	4	3.59	5.9	17.7	11.8	41.2	23.5
2. Drug Education: Void	1	6	1	4	5	3.35	5.9	35.3	5.9	23.5	29.4
3. Sec vs El	9	8	0	0	0	1.47	52.9	47.1	0.0	0.0	0.0
4. Boy vs Girl	3	5	4	5	0	2.65	17.7	29.4	23.5	29.4	0.0
5. Community Involvement	0	0	0	6	11	4.65	0.0	0.0	0.0	35.3	64.7
6. Below average Student	0	3	2	6	6	3.88	0.0	17.7	11.8	35.3	35.3
7. Experimentation	2	10	2	3	0	2.35	11.8	58.8	11.8	17.7	0.0
8. Student Involvement	0	2	1	8	6	4.06	0.0	11.8	5.9	47.1	35.3
9. Easy Access	2	7	1	7	0	2.77	11.8	41.2	5.9	41.2	0.0
10. Rebellion	1	10	1	4	1	2.65	5.9	58.8	5.9	23.5	5.9
11. White vs Black	0	2	7	6	2	3.47	0.0	11.8	41.2	35.3	11.8
12. Sec & El vs Col & Uni	1	7	3	5	1	2.88	5.9	41.2	17.7	29.4	5.9

*Some items do not total 100 since some percentages were rounded off to the nearest tenth.

TABLE E-XXXIII

7-8 Years Response

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	1	0	2	0	2	3.40	20.0	0.0	40.0	0.0	40.0
2. Drug Education: Void	0	1	2	2	0	3.20	0.0	20.0	40.0	40.0	0.0
3. Sec vs El	4	1	0	0	0	1.20	80.0	20.0	0.0	0.0	0.0
4. Boy vs Girl	0	4	0	1	0	2.40	0.0	80.0	0.0	20.0	0.0.
5. Community Involvement	0	1	0	2	2	4.00	0.0	20.0	0.0	40.0	40.0
6. Below average Student	0	0	0	1	4	4.80	0.0	0.0	0.0	20.0	80.0
7. Experimentation	1	4	0	0	0	1.80	20.0	80.0	0.0	0.0	0.0
8. Student Involvement	1	2	0	0	2	3.00	20.0	40.0	0.0	0.0	40.0
9. Easy Access	0	2	0	2	1	3.40	0.0	40.0	0.0	40.0	20.0
10. Rebellion	1	4	0	0	0	1.80	20.0	80.0	0.0	0.0	0.0
11. White vs Black	0	0	3	1	1	3.60	0.0	0.0	60.0	20.0	20.0
12. Sec & El vs Col & Uni	0	2	2	1	0	2.80	0.0	40.0	40.0	20.0	0.0

TABLE E-XXXIV

9-10 Years Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	0	2	0	0	1	3.00	0.0	66.7	0.0	0.0	33.3
2. Drug Education: Void	0	1	0	2	0	3.33	0.0	33.3	0.0	66.7	0.0
3. Sec vs El	3	0	0	0	0	1.00	100.0	0.0	0.0	0.0	0.0
4. Boy vs Girl	0	0	1	2	0	3.67	0.0	0.0	33.3	66.7	0.0
5. Community Involvement	0	0	1	2	0	3.67	0.0	0.0	33.3	66.7	0.0
6. Below average Student	0	1	0	1	1	3.67	0.0	33.3	0.0	33.3	33.3
7. Experimentation	1	2	0	0	0	1.67	33.3	66.7	0.0	0.0	0.0
8. Student Involvement	0	0	0	2	1	4.33	0.0	0.0	0.0	66.7	33.3
9. Easy Access	0	1	0	1	1	3.67	0.0	33.3	0.0	33.3	33.3
10. Rebellion	0	2	1	0	0	2.33	0.0	66.7	33.3	0.0	0.0
11. White vs Black	0	1	2	0	0	2.67	0.0	33.3	66.7	0.0	0.0
12. Sec & El vs Col & Uni	0	1	1	1	0	3.00	0.0	33.3	33.3	33.3	0.0

*Some items do not total 100 since percentages were rounded off to the nearest tenth.

TABLE E-XXXV

Over 10 Years Response*

	Responses					Mean	Percent				
	1	2	3	4	5		SA	A	U	D	SD
1. Tobacco vs Drug use	4	1	0	6	7	3.61	22.2	5.6	0.0	33.3	38.9
2. Drug Education: Void	1	5	4	2	5	3.29	5.9	29.4	23.5	11.8	29.4
3. Sec vs El	12	3	2	1	0	1.56	66.7	16.7	11.1	5.6	0.0
4. Boy vs Girl	1	7	7	2	1	2.72	5.6	38.9	38.9	11.1	5.6
5. Community Involvement	0	1	1	3	13	4.56	0.0	5.6	5.6	16.7	72.7
6. Below average Student	3	1	0	6	8	3.83	16.7	5.6	0.0	33.3	44.4
7. Experimentation	6	6	1	5	0	2.28	33.3	33.3	5.6	27.8	0.0
8. Student Involvement	1	1	2	6	8	4.06	5.6	5.6	11.1	33.3	44.4
9. Easy Access	4	7	3	4	0	2.39	22.2	38.9	16.7	22.2	0.0
10. Rebellion	1	6	6	5	0	2.83	5.6	33.3	33.3	27.8	0.0
11. White vs Black	1	1	7	5	4	3.56	5.6	5.6	38.9	27.8	22.2
12. Sec & El vs Col & Uni	0	6	5	2	5	3.33	0.0	33.3	27.8	11.1	27.8

*Some items do not total 18 since some participants did not respond and some do not total 100 since percentages were rounded off to the nearest tenth.